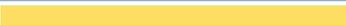
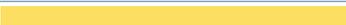
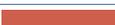


Maryland

School Management	C	
Finance	C	
Staffing: Hiring & Evaluation	B	
Staffing: Removing Ineffective Teachers	F	
Data	C	
Pipeline to Postsecondary	C	
Technology	A	
State Reform Environment	?	
Gold Stars	★	

School Management. Maryland does an average job managing its schools in a way that encourages thoughtful innovation. Eighty-nine percent of teachers report that routine duties and paperwork interfere with their teaching, and only 35% of teachers like the way things are run at their school.

Finance. Overall, Maryland earns a mediocre grade in this category. While the state gets a low mark for the simplicity of its state funding mechanism, it receives an above-average score for the online accessibility of its financial data. Maryland also does not have a performance pay program for teachers.

Staffing: Hiring & Evaluation. Maryland receives a good mark for its teacher hiring and evaluation system. Eleven percent of teachers enter the profession through an alternative certification program, compared with the national average of 13%. Maryland also requires incoming teachers to pass basic skills and subject-knowledge tests.

Staffing: Removing Ineffective Teachers. Maryland receives a very poor score on the ability to remove poor-performing teachers from the classroom. Seventy-two percent of principals say that teacher unions or associations are a barrier to the removal of ineffective teachers, 11 percentage points above the national average of 61%. In addition, 73% of principals report that tenure is a barrier to removing poor-performing teachers.

Data. Maryland gets a middling mark for its state data system. Although the state publicly reports college remediation data, it does not factor that information into its accountability system.

Pipeline to Postsecondary. Maryland receives an average mark for its efforts to improve college and career readiness. Fifty-six percent of its schools report offering dual-enrollment programs, which allow students to earn high school and college credits simultaneously. That is 9 percentage points below the national average of 65%. However, 82% of Maryland schools report offering work-based internships.

Technology. Maryland receives an excellent grade in this category. Although the state needs to improve how it evaluates its return on investments in technology, Maryland has established a virtual school, offers a computer-based assessment, and requires technology testing for teachers.

State Reform Environment. There are few reliable state-by-state data on local education advocacy and research efforts—a reflection of the lack of overall commitment to this issue. As a result, we are unable to issue a meaningful grade. However, Maryland supports common academic standards.

Gold Stars. In the Staffing: Hiring & Evaluation category, Maryland receives a gold star for participating in national programs authorized to certify nontraditional administrators. To receive a gold star in this category, a state must have approved New Leaders for New Schools to propose candidates for state certification.